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ABSTRACT

The University of Portland (Oregon) School of Education has proposed a "Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas." This model provides competency based, on-site preservice and inservice training designed to meet the unique training needs of international teachers in remote areas. The model's components include: (1) training of current regular classroom teachers in remote international locations; (2) development of an ongoing network of training in new skills and support needed for serving the diversity of student abilities and problems encountered; (3) implementation of an alternative teacher/consultant model that meets the needs of students and teachers; (4) training in current methodologies for teachers to better serve special needs students; (5) provision of hands-on training for skill mastery; and (6) provision of professional support systems and ongoing information networks. (Author/CB)

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A Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas

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A FIELD BASED MODEL FOR DELIVERY OF PRESERVICE AND INSERVICE TRAINING FOR INTERNATIONAL SCHOOL DISTRICT PERSONNEL IN REMOTE AREAS

A common thread of concern running through reports on the state of Third World teacher education is the training received by teachers which is often characterized as brief and a perpetuation of sometimes irrelevant situations (Klitgaard, Siddiqui, et al, 1985).

A major problem faced by the administrators of the rural areas and teacher educators attempting to respond to these criticisms is to develop an effective method to bring and keep teachers up to date in educational research, methods and techniques within monetary and logistical constraints. With the present expanse of educational research and almost daily development of new teaching techniques it has been estimated (Tunick & Holcomb, 1980) that any teaching technique taught to teachers either in college or in inservice sessions will become obsolete within five years. Therefore, if the highest quality of education is to be delivered to students who reside in remote areas not serviced by local systems of higher education continual training needs must be met.

Community based training appears to be an effective alternative to answer the above mentioned criticisms of limited access to recent technological innovation. Community based training programs make optimal use of local resources and technology with native children which is both practical and effective.

These isolated small schools typically serve a large range of children, with respect to both age and ability, in settings which do not include the advanced technology, curriculum and methods available in more developed countries. These factors increase the need for teachers in these areas to have a larger repertoire of instructional methodologies which are operable within the parameters of the area. Presently, these areas are relying on itinerant consultants to provide inservice on a lecture-workshop basis. Because the consultants are not familiar with the strengths, weaknesses and needs of the area, much of the inservice is inappropriate. Even research based methods which are highly effective in developed countries may be far less effective in isolated areas which lack the technology and resources necessary for the method. Thus, the itinerant consultant model has been proven to be quite inefficient in terms of teachers' needs, students' needs, and the consultant's time. Rosenholtz (1985), while reviewing the literature regarding teacher training and effectiveness stated, "One of the greatest obstacles to the professional development of teachers is the isolated nature of their work", which is further complicated by the demand of isolated teachers trying to serve a variety of students within the least restrictive environment. Rosenholtz (1985) expanded on this concept by stating that "isolation is perhaps the greatest impediment to learning to teach because most such learning must occur by trial and error".

Some of the research Rosenholtz cited (e.g., Warren-Little, 1982) suggests that, "the most effective schools -- where

student learning gains are greatest -- do not isolate teachers but instead encourage professional dialogue and collaboration".

Another problem in using the consultant only model is that support systems or opportunities for appropriate further teacher training do not develop (Foster et al., 1984). After the out of area consultant leaves, this lack of support, combined with this lack of specialized resources, creates acute problems for teachers and administrators trying to provide optimal education experiences.

Without preservice training for existing as well as new teachers in state of the art methods of instruction and without a network of ongoing professional training and staff support, current teachers in these areas suffer from the effects of professional isolation, one of the major factors in teacher "burn-out" (Rosenholtz, 1985).

In addition, the type of training methods used have been found to have a profound effect on the general usefulness of the training.

Research conducted at the University of Oregon by Showers and Joyce (1983) found that traditional training models yield very little transfer of information to the applied setting.

TYPE OF TRAINING	PERCENT OF TRANSFER
Lecture only	only 5% transfer
Application of theory to a specific program	only 5% - 10% transfer
Demonstration and application	only 5% - 10% transfer
Feedback on demonstration	only 5% - 10% transfer
Demonstration, feedback and coaching	85% - 90% transfer

It should be noted that only when training is coupled with direct follow-up feedback and coaching by supervisors does the outcome of the training reach a satisfactory mastery level. The proposed project plans to maximize its success by addressing the 85 - 90% "applied" transfer through the following "demonstration, feedback, and coaching" paradigm:

1. In-class teacher/consultant service model for handicapped students;
2. Hands-on summer experience with immediate feedback and supervision from faculty;
3. A series of preservice seminars to establish a network of support for the teacher.

Therefore, it is obvious that priority training needs include:

1. Developing effective teacher skills in service delivery models for children within the classroom which may include children with diverse learning needs and with limited resources.

2. Training teachers to assess students for optimal programing without the availability of individuals trained for this role.
3. Training teachers to adjust curriculum in the classroom to meet the needs of all students.

In summary, the need for this FIELD BASED MODEL FOR DELIVERY OF PRESERVICE AND INSERVICE TRAINING FOR INTERNATIONAL SCHOOL DISTRICT PERSONNEL IN REMOTE AREAS is as follows:

1. To provide training to current regular classroom teachers in remote international locations;
2. To develop an ongoing network of training and support since traditional types of preservice do not handle the training of teachers in <u>new skills</u> for serving the diverse problems of students within the classroom;
3. To implement an alternative teacher/consultant model because traditional education delivery models in small school districts have been ineffective;
4. To train teacher personnel to better serve the handicapped student's needs since mainstreaming is a reality in small school districts;
5. To provide personnel with hands-on training experiences so that a mastery level of skills can be achieved;
6. To provide innovative training and subsequently a professional support system for current and future teachers because of the need of these isolated small schools to keep their personnel trained in the most technologically advanced ways.

TRAINING MODEL

This model will provide an on-site teacher training and practicum experience. In order to accomplish this, a special program developed by the University of Portland School of education could be offered on-site in third world countries. The program, titled UP WITH KIDS, is a learning experience for school-aged children which provides the opportunity for participants to observe and practice their new skills with their own children in their own setting. Similar UP WITH KIDS programs have been offered in the summers since 1984 in the Portland, Oregon area and since 1985 in Redmond, a small central Oregon community. The Portland programs have provided summer field experience sites for University students and the Redmond programs provided local practicum experience for graduate students enrolled in the University of Portland's off campus Special Education Certification program for regular classroom teachers.

Children from the local area are chosen to attend the program from 9:00 A.M. to 12:00 P.M., Monday through Thursday for three weeks. Each child has their choice of four of the following course offerings: computers, physical education, art, music, drama, science, creative writing, and basic skills. The courses are taught by University faculty and master teachers. All classes are structured so that trainees can observe how children can learn together while appreciating each other's strengths and helping to overcome each other's weaknesses. Teacher project participants attend college classes from 8:00 to

9:00 A.M. and from 1:00 to 4:00 P.M. in addition to participating in structured practicum experiences in the UP WITH KIDS classrooms to fulfill training requirements.

The program has been funded in a variety of ways including private foundation grants and student tuition; this factor is dependent upon the particular program site. Amount of funding is also variable according to local resources available and suitable for use.

The benefits of the program are that:

1. Project participants are able to observe the model being used within their setting with children reflective of the local population.
2. University faculty have an opportunity to interact directly with native children in order to update their training and make it realistic to the area.
3. Local students are able to participate in the unique learning experience.
4. A cooperative relationship between the University and the international districts is nurtured.

In conclusion, the need for quality preservice and inservice training of teachers in remote international locations is clear. The effectiveness of the University of Portland's UP WITH KIDS model in meeting these training needs has already been demonstrated. Therefore, it is time to consider the feasibility of exporting the model program to remote international locations.

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